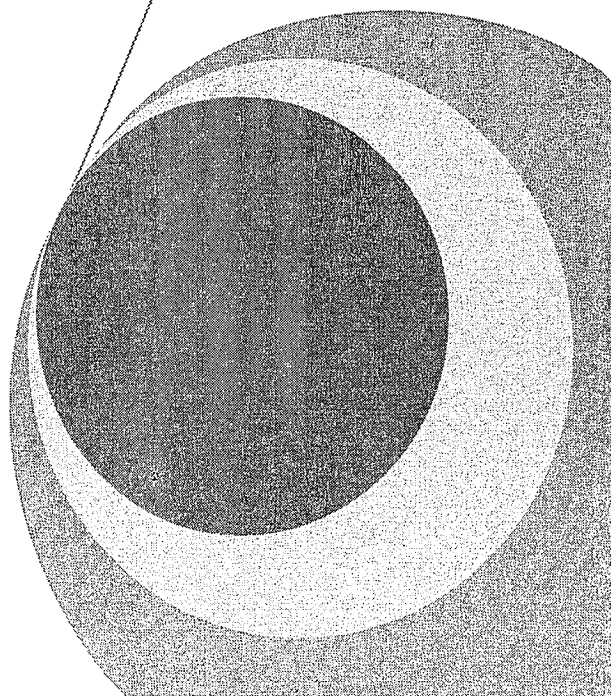
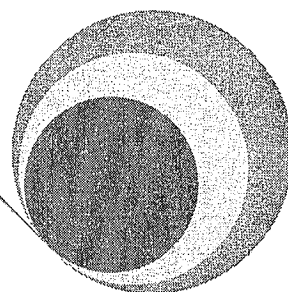
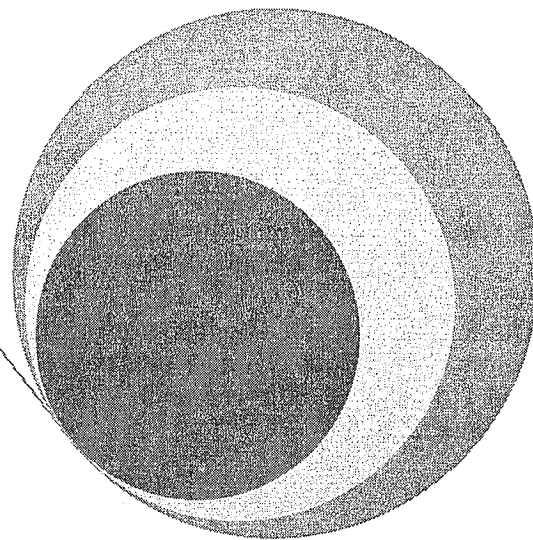


Reading Assessments
Resources for the Classroom



Information about the QARI

Jeanne S. Chall, Florence G. Goswell, Mary E. Curtis, John Stricker (2003). Quick Adult Reading Inventory. Elizabethtown, PA: Continental Press, Inc.

The Quick Adult Reading Inventory is an individual assessment of reading. In each of the two Forms, A and B, are graded tests of Word Reading, Vocabulary, and Phonics. A Questionnaire is included in the battery. The QARI can be used as a self-assessment or as in one-on-one administration.

The Word Meaning Test (WMT)

The Word Meaning Test (WMT) is an assessment of expressive vocabulary. It is an oral test that you will give to your learners individually. Scores are given as Grade Equivalents (GE).

Sylvia Greene's Informal Word Analysis Inventory

This word analysis inventory has two levels (I and II) to provide diagnostic information about a learner's word analysis ability.

Directions for the Word Reading Test (WRT) from the QARI

The Quick Adult Reading Inventory is an individual assessment of reading. In each of the two Forms, A and B, are graded tests of Word Reading, Vocabulary, and Phonics. A Questionnaire is included in the battery. The QARI can be used as a self-assessment or as in one-on-one administration.

1. If you are printing from the PDF version, you can print out the individual student word lists on separate sheets of paper.
2. Show all the lists to the learner and ask him/her to select the one that he/she feels most comfortable reading.
3. There are two grade levels of mastery given for each list.
 - o If the higher level is attained, go on to the next list.
 - o If only the lower level is attained, stop there.
 - o If mastery is NOT achieved at either level, administer the next lower grade level list.

Final Grade Equivalent is the highest level of mastery achieved.

What is counted as an error:

1. an obvious misreading
2. the stress is put on the wrong syllable
3. a long sound is substituted for a vowel's short sound, or vice-versa.
4. laborious sounding out of each syllable; The Word Reading Test is a test of effortless word reading - of automaticity. Allow only 5 seconds to recognize each word.
5. a non-English pronunciation is given for a word. Many English words can be read by Spanish and French speakers because the spelling is the same - but make sure they are giving the English pronunciation.

For ESOL readers:

DO NOT count as errors substitutions of one short vowel for another - distinguishing short vowel sounds is very difficult for English language learners. (BUT, this substitution is counted as an error for native English speakers.)

WORD READING FORM A

List A (GE 1-2)

man _____
so _____
day _____
sun _____
tree _____
friend _____
her _____
long _____
us _____
when _____

Mastery for GE 1 is 7 correct
Mastery for GE 2 is 9 correct
GE = _____

List C (GE 5-6)

citizen _____
computer _____
information _____
temporary _____
explanation _____
application _____
concentrate _____
development _____
material _____
practice _____

Mastery for GE 5 is 7 correct
Mastery for GE 6 is 9 correct
GE = _____

List E (GE 9-10)

ambitious _____
politician _____
duration _____
enthusiastic _____
sufficient _____
economical _____
comprehension _____
interruption _____
anticipate _____
productivity _____

Mastery for GE 9 is 7 correct
Mastery for GE 10 is 9 correct
GE = _____

List B (GE 3-4)

airplane _____
before _____
water _____
hundred _____
bank _____
Thursday _____
complete _____
package _____
record _____
science _____

Mastery for GE 3 is 7 correct
Mastery for GE 4 is 9 correct
GE = _____

List D (GE 7-8)

contribution _____
convenient _____
individual _____
acknowledge _____
pollution _____
optimistic _____
reputation _____
urgent _____
prescription _____
confidential _____

Mastery for GE 7 is 7 correct
Mastery for GE 8 is 9 correct
GE = _____

Learner's Name _____
Tested by _____
Date _____

man

so

day

sun

tree

friend

her

long

us

when

airplane

before

water

hundred

bank

Thursday

complete

package

record

science

citizen

computer

information

temporary

explanation

application

concentrate

development

material

practice

contribution

convenient

individual

acknowledge

pollution

optimistic

reputation

urgent

prescription

confidential

ambitious

politician

duration

enthusiastic

sufficient

economical

comprehension

interruption

anticipate

productivity

WORD READING FORM B

List A (GE 1-2)

big _____
make _____
they _____
walk _____
today _____
play _____
know _____
his _____
cash _____
was _____

Mastery for GE 1 is 7 correct

Mastery for GE 2 is 9 correct

GE = _____

List B (GE 3-4)

Tuesday _____
window _____
strong _____
office _____
amount _____
dollar _____
program _____
success _____
together _____
common _____

Mastery for GE 3 is 7 correct

Mastery for GE 4 is 9 correct

GE = _____

List C (GE 5-6)

actual _____
position _____
benefit _____
organize _____
employment _____
management _____
occupation _____
deposit _____
intention _____
instruction _____

Mastery for GE 5 is 7 correct

Mastery for GE 6 is 9 correct

GE = _____

List D (GE 7-8)

description _____
pessimistic _____
solution _____
opportunity _____
reliable _____
communicate _____
regulation _____
involvement _____
accidental _____
indefinite _____

Mastery for GE 7 is 7 correct

Mastery for GE 8 is 9 correct

GE = _____

List E (GE 9-10)

appreciate _____
leisure _____
essential _____
modernization _____
emphasize _____
strenuous _____
incompetent _____
participate _____
influential _____
problematic _____

Mastery for GE 9 is 7 correct

Mastery for GE 10 is 9 correct

GE = _____

Learner's Name _____

Tested by _____

Date _____

big

make

they

walk

today

play

know

his

cash

was

Tuesday

window

strong

office

amount

dollar

program

success

together

common

actual

position

benefit

organize

employment

management

occupation

deposit

intention

instruction

description

pessimistic

solution

opportunity

reliable

communicate

regulation

involvement

accidental

indefinite

appreciate

leisure

essential

modernization

emphasize

strenuous

incompetent

participate

influential

problematic

How to Give the Word Meaning Test (WMT)

The Word Meaning Test (WMT) is an assessment of expressive vocabulary. It is an oral test that you will give to your learners individually. Scores are given as Grade Equivalents (GE).

How Do I Know Where to Begin?

- The WMT is divided into 10 levels:
 - Level 1
 - Level 2
 - Level 3
 - Level 4
 - Level 5
 - Level 6
 - Level 7
 - Level 8
 - Level 9/10
 - Level 11/12
- Begin 1-2 levels below the learner's word recognition level.
 - Example: If your learner's word recognition grade level is 6.0, you should start the WMT at Level 4, beginning with the word, "connect."

How Do I Give the Test?

- Say to the learner: "I'm going to say a word and ask you to tell me what it means."
- Then, beginning with the first word on the list, say: "Tell me what _____ means." Write down as much of the learner's response as you can in the space provided after each word.
- Sometimes, a learner will misunderstand a word you have pronounced. (For example, a learner might misunderstand "connect" as "correct.") If this happens, stop the learner and say, "I will say the word again. _____. Tell me what _____ means." If the learner still does not understand the target word, write down the response and note on the test that the learner misunderstood the word.
- If you are not sure whether the learner knows the meaning of the word, you may use the prompt, "Tell me more" to get additional information. Please do not use any other prompts.

How Do I Know When to Go Forward, Go Back, or Stop?

- In order to master a level—and go on to the next level—a learner must give the correct meanings for 4 out of the 5 words. Continue with higher levels

until you finish a list on which a learner does not give at least 4 correct meanings.

Learner A: Going forward

Started at Level 6: 4 out of 5 correct responses
Proceeded to Level 7: 5 out of 5 correct responses
Proceeded to Level 8: 4 out of 5 correct responses
Stopped after Level 9/10: 3 out of 5 correct responses

Learner A's score is 8.0 GE.

- Sometimes, you will start the test on a level that is too difficult for a learner. If this happens, try the previous level instead of moving forward. For example, if you begin with Level 7, but the learner gives only 2 of 5 correct meanings on that level, the next list you should give is Level 6.

Learner B: going back

Started at Level 7: 2 out of 5 correct
Went back to Level 6: 3 out of 5 correct
Stopped after Level 5: 4 out of 5 correct

Learner B's score is 5.0 GE.

How Do I score the WMT?

For the WMT, you score the test in "real time"; that is, you will have to decide whether a learner has given a correct response while you are giving the test (this is so because the number correct on each level determines which level you will give next, as explained in the section above).

- For this reason, **it is very important that you familiarize yourself with the acceptable responses before you give the test.** Feel free to keep the list of acceptable responses near you when you give your first few tests; you can then refer to it if you are not sure about a response.
- Occasionally, a learner will give a meaning that is extremely difficult to judge while you are giving the test. You'll need more time to decide if the meaning is acceptable. If this happens to you, make sure that you don't let that response be the one to stop the test. Keep going to the next level! It is better to push the learner a little bit than to stop testing too soon.
- Because the test is scored in real time, you will have the learner's score as soon as you have finished. The score is the **highest** level on which a learner correctly gives 4 or more correct responses. You will notice that Levels 9/10 and 11/12 are combined, respectively. If a learner's highest level is 9/10, the score is recorded as 10.0 GE. Similarly, if a learner's highest level is 11/12, the score is recorded as 12.0 GE.

Word Meaning Test

Level 1:

[✓ or X]

_____ home _____

_____ train _____

_____ confuse _____

_____ start _____

_____ climb _____

Number Correct _____

4 or 5 correct? Go to next level.
3 or fewer correct? Stop or go back to previous level.

Word Meaning Test

Level 2:

[✓ or X]

_____ touch _____

_____ visit _____

_____ finish _____

_____ fence _____

_____ pretend _____

Number Correct _____

4 or 5 correct? Go to next level.
3 or fewer correct? Stop or go back to previous level.

Word Meaning Test

Level 3:

[✓ or X]

_____ beast _____

_____ explain _____

_____ guard _____

_____ ordinary _____

_____ distant _____

Number Correct _____

4 or 5 correct? Go to next level.
3 or fewer correct? Stop or go back to previous level.

Word Meaning Test

Level 4:

[✓ or X]

_____ connect _____

_____ interruption _____

_____ ruin _____

_____ inventor _____

_____ candidate _____

Number Correct _____

4 or 5 correct? Go to next level.
3 or fewer correct? Stop or go back to previous level.

Word Meaning Test

Level 5:

[✓ or X]

_____ energetic _____

_____ victorious _____

_____ territory _____

_____ urge _____

_____ oppose _____

Number Correct _____

4 or 5 correct? Go to next level.
3 or fewer correct? Stop or go back to previous level.

Word Meaning Test

Level 6:

[✓ or X]

_____ surrender _____

_____ occupation _____

_____ decline _____

_____ consume _____

_____ dismal _____

Number Correct _____

4 or 5 correct? Go to next level.
3 or fewer correct? Stop or go back to previous level.

Word Meaning Test

Level 7:

[✓ or X]

_____ confide _____

_____ acquaintance _____

_____ resume _____

_____ ample _____

_____ obligation _____

Number Correct _____

4 or 5 correct? Go to next level.
3 or fewer correct? Stop or go back to previous level.

Word Meaning Test

Level 8:

[✓ or X]

_____ cease _____

_____ aggression _____

_____ reputation _____

_____ perseverance _____

_____ proposition _____

Number Correct _____

4 or 5 correct? Go to next level.
3 or fewer correct? Stop or go back to previous level.

Word Meaning Test

Level 9/10:

[✓ or X]

_____ dispute _____

_____ agitate _____

_____ initiate _____

_____ audible _____

_____ prominent _____

Number Correct _____

4 or 5 correct? Go to next level.
3 or fewer correct? Stop or go back to previous level.

Word Meaning Test

Level 11/12:

[✓ or X]

_____ tedious _____

_____ repulsive _____

_____ indifferent _____

_____ inconsistent _____

_____ punctual _____

Number Correct _____

4 or 5 correct? Go to next level.
3 or fewer correct? Stop or go back to previous level.

Word Meaning Test: Examples of Acceptable Responses

Note: A response is acceptable if it encapsulates the target word's main concept, as given below. Where appropriate, we also provide examples of sentences some test takers have used successfully to give a word's meaning.

Also note that you may accept a response that gives the meaning for another part of speech—for example, if a learner tells what "aggressive" (adjective) means instead of the target word "aggression" (noun)—as long as the main concept is included.

Level 1:

home

Main concept: place where a person lives

train

Main concepts: railway car; subway
to teach

confuse

Main concept: mix up

start

Main concept: begin

climb

Main concept: go up or down

Level 2:

touch

Main concepts: come in contact with
feel something
put your hand on something

visit

Main concept: go to a person or place

finish

Main concepts: bring to an end
done; over; completed

fence

Main concepts: gate; barrier
something that you put around the yard to protect it

pretend

Main concepts: make believe
to act out something that's not real
to fake that you're doing something

Sample Sentences: "When people act, they're pretending to be other persons."

"That child is pretending to be an elephant."

Level 3:

beast

Main concepts: monster; animal
cruel, nasty person

explain

Main concepts: make someone understand
give directions or tell about something carefully
make clear

Sample Sentence: "I wrote this letter, but you don't know what I'm talking about.
I'll explain it so that you understand."

guard

Main concepts: protect
someone who watches prisoners

ordinary

Main concepts: normal; everyday; average

distant

Main concept: far off

Level 4:

connect

Main concepts: join together
attach one thing to another

interruption

Main concepts: break in an activity
butting in; disturbing
when someone is talking, and you cut in

Sample sentence: "It's an interruption when you're in a meeting and someone comes and knocks on the door."

ruin

Main concepts: destroy
really spoil something

inventor

Main concepts: makes things
the one who thought it up
a person that designed something out of his own imagination

candidate

Main concepts: someone who runs for office

Level 5:

energetic

Main concepts: very active
full of pep

victorious

Main concept: having won

territory

Main concepts: land area
someone's property

urge

Main concepts: basic desire
push forward

oppose

Main concepts: be against
challenge
object

Level 6:

surrender

Main concept: to give up

Sample sentence: "The man surrendered after holding everyone hostage."

occupation

Main concepts: job; something you do for a living

decline

Main concepts: become less; go lower
refuse; reject
to turn something down; say no to something

consume

Main concepts: eat or drink up; digest
use it up

dismal

Main concepts: gloomy; dark; grayish

Level 7:

confide

Main concepts: entrust to another; give somebody your trust
tell a secret to somebody

acquaintance

Main concepts: person you know; person you just met
be familiar with someone or something

resume

Main concepts: go on with
re-start; begin where you left off

ample

Main concepts: plenty; more than enough; abundance of something

obligation

Main concepts: duty; something you have to do

Sample sentence: "You are obligated to take the trash out every weekend."

Level 8:

cease

Main concepts: stop
come to an end

aggression

Main concepts: hostile behavior; an attack
showing a lot of attitude and using physical force to get what you want
being militant

reputation

Main concepts: the opinion of others
how you're known; how people look at you
good or bad description of a person's character

perseverance

Main concepts: sticking to an aim
persistent; going to keep going

proposition

Main concepts: formal statement
plan or undertaking; an offer; a deal; a business request

Level 9/10:

dispute

Main concepts: disagreement; argument; quarrel
to fight over

agitate

Main concepts: to disturb; to aggravate
swish around, like a washing machine

initiate

Main concepts: to do first
to start something, you are the first to start something
to take into a group

audible

Main concept: can be heard

prominent

Main concepts: standing out
well-known

Sample sentence: "He is the most prominent lawyer in the city."

Level 11/12:

tedious

Main concepts: tiresome; boring; dull; laborious
time-consuming, aggravating work
a long, repetitive, boring thing

repulsive

Main concepts: disgusting
something that makes you really sick to your stomach

indifferent

Main concepts: not caring about what is happening
neither good nor bad

Sample sentence: "She is indifferent to what's going on in the world."

inconsistent

Main concepts: not compatible with; not in harmony with
not done on a regular basis; not all the time
different every time

punctual

Main concept: on time

Directions: Sylvia Greene's Informal Word Analysis Inventory

Reading (Decoding):

1. Give the learner the "Learner Copy" of the inventory and explain that he/she should read the words aloud, going down each column.
2. As the learner reads the words, mark correct and incorrect responses next to each word on the "Teacher's Copy" of the inventory in the "Reading" column.
3. The responses recorded on the "Teacher's Copy" show the letter combinations that the learner knows (the correct responses) as well as those he/she does not know (the incorrect responses).
4. As a teacher, you can then plan instruction that targets the letter combinations that each learner does not know.

Spelling (Encoding):

1. To determine a learner's spelling ability, read aloud each word on the inventory and ask the learner to write down the correct spelling.
2. Use the "Teacher's Copy" of the inventory to record the responses in the "Spelling" column.
3. As a teacher, you can then plan instruction that targets the letter combinations and spelling patterns that each learner does not know.

Sylvia Greene's Informal Word Analysis Inventory – Level I Learner Copy

(Please read down each column.)

fan

thin

hung

hag

wham

brag

Sal

rum

slot

ban

cup

snap

tad

log

strut

rig

mod

sprig

Sid

fen

runt

shin

met

Fisk

chat

quit

Luke

pitch

quack

file

latch

rank

rote

sack

link

nape

bath

Kong

Pete

Sylvia Greene's Informal Word Analysis Inventory – Level II Learner Copy

(Please read down each column.)

vain	gauze	mild
jay	jaw	cent
peek	knack	pace
beam	writ	cinch
roam	tight	cyst
mow	limb	gem
foe	sly	binge
hue	tie	gin
few	hark	gym
void	port	phase
soy	verb	tough
foul	firm	deaf
pow	curl	hunted
loop	pall	wished
hood	balm	slammed

Sylvia Greene's Informal Word Analysis Inventory - Level I Teacher's Copy

Name: _____

Date: _____

	Reading	Spelling		Reading	Spelling
fan			met		
hag			quit		
Sal			quack		
ban			rank		
tad			link		
rig			Kong		
Sid			hung		
shin			brag		
chat			slot		
pitch			snap		
latch			strut		
sack			sprig		
bath			runt		
thin			Fisk		
wham			Luke		
rum			file		
cup			rote		
log			nape		
mod			Pete		
fen					

Sylvia Greene's Informal Word Analysis Inventory - Level II Teacher's Copy

Name: _____

Date: _____

	Reading	Spelling		Reading	Spelling
vain			hark		
jay			port		
peek			verb		
beam			firm		
roam			curl		
mow			pall		
foe			balm		
hue			mild		
few			cent		
void			pace		
soy			cinch		
foul			cyst		
pow			gem		
loop			binge		
hood			gin		
gauze			gym		
jaw			phase		
knack			tough		
writ			deaf		
tight			hunted		
limb			wished		
sly			slammed		
tie					